



Year 6

COMPONENT SKILL

Chronological Understanding

To sequence and order artefacts, events and dates.

To place current study on time line in relation to other studies

To accurately use dates and terms to describe historical events

To use relevant dates and terms

To sequence up to ten events on a time line

To understand, use and create accurate timelines.

To create timelines that demonstrate the chronology and links between key civilisations, events and significant inventions in world history

To understand and use relevant and specific dates and terms within chronology (refer to vocabulary list)

COMPONENT SKILL

Range and Depth of Historical Knowledge

To identify similarities and differences between the past and present

To compare beliefs and behaviour with another period studied

To identify similarities and differences between ways of life in different periods

To find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings

Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children

To identify significant events that have had long term effects on ideologies, institutions, oppression and living conditions

To identify and note connections, contrasts and trends over time	To understand that long term and short term causes can lead to a variety of consequences for individuals, small groups of people or society as a whole
To examine causes and results of great events and the impact of these	To write another explanation of a past event in terms of cause and effect using evidence to support and illustrate the explanation
COMPONENT SKILL Historical Enquiry	
To understand and recognise the use of primary and secondary sources of information to investigate the past	To explain why both primary and secondary sources are useful to tell us about the past
To use a wide range of different sources to collect evidence about the past	To use a range of sources to find out about an aspect of time past, suggest omissions and the means of finding out
To select relevant information and research to address historically valid questions and construct detailed, informed responses	To bring knowledge from several sources together in a fluent account
To ask historically valid questions to further their own knowledge and support their own lines of enquiry	To respond to valid questions by constructing detailed and informed responses
COMPONENT SKILL Interpretations of History	
To understand that knowledge of the past is constructed from a range of sources	To link sources and work out how conclusions were arrived at
	To be confident when using the library and internet for research
To understand that interpretations of historical	To consider ways of checking the accuracy of interpretations- fact or fiction and opinion

events can differ and examine reasons for this	
To evaluate the usefulness of different sources	To aware that different evidence will lead to different conclusions
COMPONENT SKILL Organisation, Presentation and Communication	
To develop understanding and use of accurate historical vocabulary	To use a variety of ways to communicate knowledge and understanding, using sources
To present, communicate and organise ideas using a variety of techniques and styles	To select an aspect of study to make a display
	To use a variety of ways and communicate knowledge, including extended writing
	To order events in history along a time line
To plan and present projects and research about a studied period	To plan and carry out individual investigations